

# Putteridge Primaries Extra Care Club

Inspection report for early years provision

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**Unique reference number** EY310614  
**Inspection date** 10/11/2011  
**Inspector** Suman Willis

**Setting address** Putteridge Primary School, Putteridge Road, Luton,  
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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Putteridge Primaries Extra Care Club opened in 2005 and operates from Putteridge Primary School in Luton, Bedfordshire. The club uses the key stage one school hall and two rooms within the school building. There is a fully enclosed outdoor play area. The club operates five days a week during term time from 7.45am to 9am and from 3.30pm to 6pm.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children in the early years age range may attend at any one time. Currently, there are 21 children on roll in the Early Years Foundation Stage age group. The group mainly serves the Putteridge Primary school. The club makes provision for children with special educational needs and/or disabilities and for those who speak English as an additional language.

A team of 10 staff work with the children, seven of whom are qualified in playwork at levels 2 and 3. The group leader is a qualified Nursery Nurse.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are mostly making good progress in their learning and development. Strong links between the school, parents and the after school club ensure that children's individual needs are met very well. The organisation of the club is effective in ensuring that children's welfare needs are fully promoted. The club values comments from parents, carers and children and involves them well in evaluating their practice. This enables the club to make continuous improvements to their provision.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- further develop planning to identify outcomes for all children and how their individual next steps are planned for.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded and well protected because staff demonstrate a sound understanding of keeping them safe. Most staff have attended training and are familiar with the local safeguarding policies. Clear procedures are in place to manage any concerns they may have about children in their care. All staff are suitably vetted to be around children, and visitors are closely monitored. Staff make effective use of up-to-date risk assessment to support them in ensuring the

areas used by the children are safe. Daily risk assessments are routinely carried and staff use walkie-talkies to communicate children's movements between outdoor and indoor play. Emergency evacuation drills are regularly carried in line with the school policy to ensure that children are familiar with and able to follow the procedure quickly. This enables children to thrive and make good progress in their learning. Staff ensure that good hygiene is practiced; for example, all areas are cleaned and tongs are used to handle food. Most staff are trained in first aid, enabling them to deal with accidents in an emergency effectively.

Information is effectively shared between the teaching staff and club. This provides continuity of care for children which helps them to feel secure and develop a sense of belonging in the setting. Children are given ample opportunities to participate in a broad range of activities because the environment is well organised and staff are appropriately deployed to provide support and guidance to all children. The group leader is proactive in working closely with parents and carers. The club is fully supported by the school and parents and values feedback from them about the provision. Children are routinely asked for their comments. Therefore, everyone's views are valued and the information is used effectively to highlight the group's strengths and weaknesses and set targets for the future. Previous recommendations, such as updating safeguarding and complaints documents, have been promptly addressed. All documents are well maintained to ensure the smooth running of the organisation and protecting children.

Partnership between parents and the club is strong and parents provide valuable information about their children; this means that their wishes and children's individual needs are effectively met. Children's homework diary is a valuable source of communication between the parents, school and the club because it enables everyone to work together to support them in their progress. Staff develop children's knowledge and understanding of the wider world through a variety of activities based around festivals, and resources, such as good quality books from other countries, are routinely available. As the group work very closely with the school they are able to fully support children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children play an active part in the club.

## **The quality and standards of the early years provision and outcomes for children**

Staff continue to develop their knowledge of the Early Years Foundation Stage to help children make progress towards the early learning goals. Children are offered a wide range of activities which are appropriately planned but are not consistent in identifying children's individual next steps. This means that plans are not clear in showing the progress children are making towards the early learning goals. Activities are often linked to the school's themes, which enables children to extend their knowledge and build on what they are learning. Children enjoy reading and being read to in a cosy area. They develop good concepts of problem solving as they play board games and construct large models using building blocks. Children are excited and share their ideas with each other as they make a collage using a variety of different textured paper, crayons and felt pens. This means that children

continue to make good progress towards the early learning goals.

Children arrive happy and settle with ease because they are familiar with the routine and are warmly welcomed into the group. They develop a good understanding of staying safe because of the clear boundaries set by staff. For example, laminated cards are used to demonstrate how to evacuate the premises in an emergency. This ensures that all children fully understand how to do so safely and quickly. Children stay healthy as they tuck into snacks of apples, oranges and rice cakes. They have regular fresh air as they play in the school playground. Children develop good physical skills as they practise their tennis skills, use the climbing frame and play football. They develop good small manipulative skills as they make collages, paint and mould clay.

Children behave very well and confidently approach staff for support and to share information about their day at school. They are kind towards each other; for example, a child is helped up after falling over and taken to a member of staff. Children enjoy playing team games in the playground. They work well together, listening to each other's ideas when building blocks and playing board games. Children have access to a computer and electronic games. They learn to respect and value each other as they make good behaviour rules. Children's knowledge of other cultures and beliefs is promoted through posters, books and festivals from around the world. Consequently, children are developing very good skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met